DOCUMENT RESUME

ED 209 528 CE 030 581

AUTHOR Bowles, Dean; And Others
TITLE Education-Work. Knowing Where You're Going. Vocational Conference (6th, Madison, Wisconsin, August 10-12, 1981).
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison. Bureau of Vocational and Career Education.
REPORT NO WSDPI-Bull-2188
PUB DATE 81
NOTE 78p.; Light print may be marginally legible.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adults; Educational Change; Educational Demand; Educational Development; Educational Needs; Educational Planning; *Educational Theories; *Educational Trends; *Education Work Relationship; Enrollment; Futures (of Society); Publicity; *Public Relations; Secondary Education; *Sex Fairness; Technical Education; *Vocational Education
IDENTIFIERS Wisconsin

ABSTRACT

An August, 1981, conference in Madison, Wisconsin, brought together the state's vocational educators to explore the work-education relationship and where vocational education is going in the next decade. In the first of the four addresses, Dean Bowles, Deputy State Superintendent of Public Instruction, described upcoming challenges for secondary vocational education. These challenges include the decline of high school-age youth in the coming decade, the demand for greater technical expertise, employer needs for more highly technically trained workers, the necessity to provide salable skills to greater percentages of high school youths, and the need for adult vocational education. Following, Harland Samson, Associate Dean, School of Education, at the University of Wisconsin-Madison, outlined issues affecting education and work. He reviewed the current status of vocational education, commented on the possible emergence of the more humane industrial-democracy theory of education against the now-prevailing social efficiency theory, and predicted changes that will take place in vocational education through the year 2000. In the third presentation, Garth Hanson, Associate Professor at the University of Illinois at Carbondale, gives how-to tips and examples that teachers and administrators can use to get publicity for their vocational education programs. Finally, Amanda Smith, Management and Educational Consultant in Sex Equity for North Carolina, presented ideas for building trust between women and men for a more productive work force. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
HERBERT J. GROVER, STATE SUPERINTENDENT

CE030 581

ED209528

SIXTH VOCATIONAL CONFERENCE
AUGUST 10 - 12, 1981
SHERATON INN, MADISON

Sponsored By: Bureau for Vocational Education

CE 030 581

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Harmstuck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Bulletin No. 2188

TABLE OF CONTENTS

Page

Challenges for Secondary Vocational Education 1
Dean Bowles, Deputy State Superintendent, Department of Public Instruction

Issues Affecting Education and Work 9
Harland Samson, Associate Dean, School of Education University of Wisconsin-Madison

Vocational Education Promotion 14
Garth Hanson, University of Illinois at Carbondale and former assistant to the executive director of the American Vocational Association

Building Trust Between Women and Men for a More Productive Work Force 69
Amanda Smith, Management and Educational Consultant in Sex Equity, North Carolina and former director of the Equal Educational Opportunities office at the North Carolina Department of Public Instruction

CHALLENGES FOR SECONDARY VOCATIONAL EDUCATION

Presenter: Dean Bowles, Deputy State Superintendent
Department of Public Instruction

CHALLENGES FOR SECONDARY VOCATIONAL EDUCATION

Thank you for the opportunity to talk with you about vocational education. As you know, Dr. Grover intended to be here. Those of you who followed his campaign for State Superintendent know that vocational education is one of his top priorities. However, he was called to a conference of Chief State School Officers in Colorado, and is not able to be back in time for this conference.

Dr. Grover and I both believe that the educational system of this State should assure that all young persons leave school with a demonstrated ability to deal with basic education - they should be able to read, write, and compute at least to the level of their highest aspiration and, as a part of the basic education, should have a saleable job skill. These are the minimum if our young people are going to be able to sustain themselves and be productive citizens of the communities in which they find themselves. The task of the school, and its obligation to these students, is not done until these have been accomplished.

I think the theme of yourconference is a good one - "Knowing Where We Are Going." That is difficult in these times of rapid change. I suspect that your crystal ball is about as cloudy as mine, but I think there are some things that we can already see down the road that are going to have a serious impact on vocational education, what it is, how it is delivered, the people who deliver it, and the facilities and equipment needed. Let's take a look at some of the things we already know.

We already know that the total number of students in high school is going to drop over the next ten years. There is some disagreement on how large this drop is going to be. On a national basis, the drop is projected at 1-½ percent a year. In going over the enrollment statistics of the schools of our State, I think that percentage is too small. Based on current actual enrollments, it looks like there will be a drop of around 45 percent in the total enrollments over the next eight years from the peak that we reached just two years ago.

At the same time, we know that the population of Wisconsin as a percentage of the population of the United States is dropping. In this latest census, we dropped from 2.38 to 2.16 percent of the total population.

Incidentally, that drop cost us just about a million dollars in Vocational Education Act funding coming into the State, which translates into a drop of more than $400,000 in resources available to the Department of Public Instruction.

Let's examine some of the impacts this will have on vocational education. If the total enrollments drop as much as I think, the size of the average high school will go down by almost a half. When you consider that the average high school at the peak of the enrollment bulge was only slightly more than 450 students, we are looking at an average school size of under 300 students. It takes 800 students to justify a comprehensive program of vocational education in a comprehensive high school. (There is little question in my mind that there will be high schools closed. I hope we can hang on to the facilities, however.) We also know that there is a new baby boom building. What most of us don't realize is that the birth rate has been going up almost five percent a year for the past five years. The new boom will be hitting the first grade this year. In another ten years, we will be scrambling to find high school facilities that have been spun off as enrollments have decreased.

The baby boom will spawn a new surge in economic growth. Business and industry will be scrambling madly for labor at a time when the numbers of young people entering the labor force will be dropping. We already see signs of industry trying to lure young people out of school before completion of high school. Last fall, one of the nation's largest industries, a Milwaukee-based company, approached the DPI asking how high school-aged youth completing its training program could gain high school equivalency diplomas. That company wants to skim the top people out of Milwaukee area schools, train them in its own programs, then give them an equivalency diploma which, I am sure you would all agree, is not equivalent. Can you imagine what we will face in five to ten years when the labor shortage is going to become severe?

You teachers are not going to be untouched by the labor shortage either. We have been short of teachers of vocational education even though we have had surpluses in other areas. Because of the training that teachers of vocational education have had, they are attractive to business and industry. Typically, only about half of the people who are trained as teachers of vocational education wind up in the classroom. Schools are simply going to have to make teaching more attractive. If they don't, we are going to see changes in teacher certification laws allowing for a reduction in the qualifications for teaching vocational education. I don't think you want that any more than I do.

The labor shortage will have other ramifications. Typically, in times of labor shortages, business and industry tend to automate. We already know that the state of the art in automation is far ahead of where we are at the present time. Surplus labor and poor economics have combined to prevent American business and industry from keeping up with the rest of the world. This has cost us in terms of our ability to compete in the world market. That is going to change. Vocational education is going to have to change with it to respond to the needs. One: there will be a demand

for higher levels of technical ability of young persons preparing to enter the labor force. Two: a whole new array of supporting businesses and industries will appear to manufacture, deliver, and service the tools of automation.

Where does all this take us?

I think there is little question that we are going to have to deal with change. Knowing where we are going requires that we take a critical look at where we are right now. I say we are at the beginning of a whole new era in education, not the end of the golden years. True, resources are going to be more scarce. It is equally true that we cannot expect old strategies and methods to continue working. In spite of problems, I see the coming ten years as the opportunity to bring vocational education along further and faster than it has developed over the past 25 years.

Only 275 of the 383 school districts in the State that operate high schools have Federally funded programs of vocational education. While this does not mean that the rest of the high schools do not have programs, it does mean that we will have a more difficult time reaching these other schools and helping them to prepare their students for the coming changes.

In those 275 schools that are providing vocational education with Federal funding assistance, 77 percent of the total 9-12 enrollment is participating in some sort of vocational education experience. However, only 14,800 students are completing recognized occupational programs. This is out of a total high school senior enrollment throughout the State of more than 72,000 students. That just isn't good enough. With about two-thirds of our population going directly into the labor force at or before completion of high school, reaching 20 percent with saleable job skills is really not an impressive record. This record becomes even less acceptable when we know that of those people who completed those occupational preparation programs, less than 4 percent are unemployed six months after graduation. This compares to a youth unemployment for some minorities in certain areas such as the Milwaukee inner core running as high as 50 to 60 percent. We simply have to do a better job of reaching these young people.

The need for the expansion and improvement of vocational education becomes even more imperative when viewed from the standpoint of the new initiatives for education as articulated by President Reagan. These include: better trained armed forces, large city problems, energy production, and food production. Every one of these has implications for vocational education. Just last week the armed services sponsored a Military/Education conference in this same hotel. If you want to know where to find the money for education, take a look at the military and what it has to offer. In turn, it is going to be looking at schools and what they have to offer in terms of qualified young people to enter some highly rewarding and satisfying careers in the military. They too are automating.

Big city problems tend to be centered around unemployment. I have already indicated some of our concerns with youth unemployment in Milwaukee. Certainly the other major cities of this State such as Racine, Kenosha, Green Bay, etc., have problems as well.

High schools have not yet become heavily involved with programs in energy production. We simply are going to have to become involved if we are going to meet the occupational needs of young people. While much energy production involves some rather sophisticated technology, there are many important jobs to be filled for which training can be provided at the high school level. In addition, we must provide the background for high training in these fields.

The Smith-Hughes Act of 1917 has kept the United States on the top of the food production heap up to the present time. We've even had food surpluses which have been feeding the world. However, with the loss of agricultural land to urban sprawl and the inabilities of people to start farming because of the tremendously high start-up costs, substantial change will be required to prevent a food shortage in this country by the year 2000. Can you imagine the impact that a food shortage in this country would have on the rest of the world?

We are going to have to make the changes that will allow the United States to retain its leadership in world food production. The high school has, for more than 60 years, been the primary training facility for young people who enter the field of agriculture. Certainly, high technology will not diminish that role for the elementary and secondary schools of our State.

As we face these social, economic, and demographic challenges, the Department of Public Instruction will be providing increasing leadership for the improvement and expansion of vocational education. Even though the numbers of available students will be dropping, the need for higher and higher occupational competence at or before the end of the high school experience will be greater. I think that Dr. Grover and I have some ideas to share with you on how to cope with this dichotomy. I would like to take a few minutes to explore some of them with you.

First and foremost, I think we need to accept the concept of competence--both for students and teachers. I think there is little question that we are going to have to accept the concept of competency-based education with established and measurable goals. This will be even more important in vocational education than in academic education, even though we really cannot separate the two. Competency based education provides the basis and drive for ensuring that each young person has achieved the basics, both educational and occupational. It provides a measure for the use of the institution of higher education or the employer to not only judge the ability of that person, but to give a starting point in the educational or work process, allowing each individual to progress more rapidly instead of having to repeat previous educational experiences.

Second, I think we need to take a critical look at our current vocational education curricula. Are they meeting the current needs of young people? Are we training young people for entrepreneurship so that they can take over the family business or start businesses of their own? Again, I remind you that two-thirds of our young people go directly into the labor force at or before the completion of high school. Changes in the labor force dictate that fewer numbers of these young people will be

able to work for a large corporation, which is what we have been training them for in the past. Many more will be working in service or support businesses which tend to be small entrepreneurships. I heartily recommend Alvin Tofler's book "The Third Wave" for a view of the future and what he calls the "cottage society" a society in which people work at home instead of commute to large centers.

Reduced numbers of students requiring higher levels of training may require us to take still a newer look at curriculum organization. There is much overlap from discipline to discipline in basic vocational education concepts. Perhaps we need to examine the possibilities for pulling together common concepts into core-type offerings.

We also need to look at the possibilities for moving outside the current school house to provide vocational education opportunities. With reduced enrollments and the need for higher levels of training at earlier ages, one of the logical places to look is the schools of the VTAE system. We tend to lose sight of the fact that the VTAE system was originally designed to provide training for high school-aged youth. In spite of the fact that changes in compulsory education laws and more restrictive child labor laws have tended to change the clientele in the VTAE schools, the fact remains that the original legislative intent back in 1965 was not to create an institution exclusively for adults, but one which would meet the needs of youth aged 16 years and above for vocational and technical training. The Department of Public Instruction is going to be examining very closely the relationships of high schools and VTAE schools to make sure that young people are not denied training commensurate with their aptitudes and aspirations due to the inability of the two systems to get together and to provide for the open doors that are needed for a smooth flow from one system to the other based on student needs, not chronological ages.

High schools are not easily going to be able to keep up with the development of technology. Obviously, one of the best ways of dealing with technology at the level that it is found in a community is by providing training on the job. We are certainly going to have to take a more critical look at the possibilities for expanded coop and vocational work experience programs. One of the ways of dealing with the attempts of business and industrial communities. We still have the law on our side. Labor law provides that no child under the compulsory school attendance age of 18 may be employed during the hours that school is in session unless that employment is part of a bona fide school program for which credit is given. I do not think that schools have been observing this law. The old compulsory school attendance law allowed schools to excuse high school seniors for up to half-days to work. The new compulsory attendance law has eliminated that provision. At the present time, no young person under the age of 18--with the exception of those who have completed high school or withdrawn with consent--should be working during school hours unless it is part of the school program.

A further challenge to the public schools in this time of declining enrollments is the growth of private schools. Do you know that religiously based private schools are opening at the rate of four per day in the United

States? That amounts to more than 1,400 new schools opening each year in this country. Assume 100 students per school, and that amounts to an additional 140,000-student loss to the public schools nationwide. At the same time, the vast majority of these schools provide little if any vocational education. Most are designed to be college preparatory schools. Yet we know that the percentages of young people going on to higher education from these schools is probably not much higher than the percentages of students going on from the public schools. Of course, there are some exceptions. None-the-less, in order to reach more of these students, we are going to have to open up the doors of the public schools. We cannot use the excuse that our courses and programs are over-loaded. Not only is that illegal, but in the face of decreasing enrollments, it will be patently untrue. The attorney general has ruled that dual enrollment is legal. In these days of diminishing resources, it behooves the schools to retain enrollments.

The question of resources is the other important factor in this whole concern for vocational education delivery systems. Vocational education appears to be holding its own in Federal funding. From what I can determine, while there was some loss of funding for the 1981-82 fiscal year, vocational education funding levels are pretty much restored for the job that vocational education has been doing when viewed in the light of the new administration's priorities. What the State Superintendent is looking at is the levels of support available at the State and local levels. I do not honestly think that there will be State categorical funds for vocational education. State and local funding are being hit by a combination of reduced State aids based on reduced enrollments and increased pressure on the local property taxpayer due to reduced and the eventual elimination of State support for property tax relief. I can tell you that the State Superintendent is already looking at the 40/60 split of vocational education funds between the VTAE system and the secondary school system. He is also looking for ways to increase the impact of those Federal funds on vocational education in the high schools by making them non-deductible from total operating costs. The Federal government has been questioning this procedure for several years. State needs may change the way the State Legislature views the question.

Schools pooling students, programs, facilities, and equipment can provide the basis of maintaining and expanding the numbers of vocational education opportunities. If several schools in the same general geographic area are being forced to consider the closing of programs for lack of sufficient enrollment, it hardly seems reasonable to ignore the possibilities for combining resources. The State Superintendent is looking for ways of providing fiscal incentives to schools to facilitate the forming of clusters of schools and area high school vocational facilities, or to ease the burden on local taxpayers, the contact of school districts with schools of the VTAE system. This could be in the form of incentive aids to local school districts, or it could be in the form of flat aids to VTAE schools contingent on their accepting high school students for VTAE-run vocational education program. Certainly, we can no longer allow the local taxpayer to pay twice for the student enrolled in high school who may be contracted out to a Tech School. That contract has not reduced the cost of running

the local school. It is simply an additional expense to the local school district. Worse, it comes at a time when the local taxpayer is already going to be hit doubly hard for lack of State support.

It isn't going to be easy. One of the more difficult parts is accepting change. However, it gets easier to accept change when the alternative is losing the whole ball game. I can assure you that you are going to get support and leadership from the State Superintendent and the Department of Public Instruction. I am asking that you do your part and that you know where you are going. You can help us by making sure that we have an awareness of the problems you face. As the President said, "I didn't promise you a rose garden," but together, we can provide quality vocational education for all of the youth of our State. That, after all, is what we are in business for.

ISSUES AFFECTING EDUCATION AND WORK

Presenter: Harland Samson, Associate Dean, School of Education, University of Wisconsin-Madison

ISSUES AFFECTING EDUCATION AND WORK

Introduction

The following is an abstract of the presentation by Professor Harland E. Samson. The presentation was divided into three main sections: (I) Current Status of Vocational Education; (II) The Renewed Debate by Those Favoring the Social Efficiency Theory versus the Industrial-Democracy Theory; and (III) Vocational Education in the 21st Century.

I. Current Status of Vocational Education

Working is changing; the technological revolution has finally emerged. Many persons such as Philip E. Lerman, Robert Worthington, and Peter Drucker were quoted and emphasis placed on the fact that much of our industrial future depends on how well we as a country utilize our labor force. The last 20 years of the present century are apt to see a reindustrialization incorporating new technology and an upgraded or revised role for workers in all parts of the economy. Vocational skills will be increasingly important, and many persons past traditional retirement age will be called upon to contribute their skills, at least on a part time basis.

The 1980's will witness changes in lifestyle - more single person households, more leisure time, more decisions dictated by the need to conserve energy. There will be changes in who goes to work in America and where - more women and more Hispanics will be in the work force and more Americans will get up in the morning and go to the office instead of the factory. There will be significant changes in the economy -- slower growth, increased concern with productivity.

Over 250 of Wisconsin's 383 public school districts are known to maintain formal plans for vocational education in their high schools. These vocational plans and programs have been developed not only for their intrinsic value to the district but also to satisfy one of the conditions for participating in a program of federal funding assistance for vocational education. Vocational education formally began for Wisconsin high schools with the Federal Vocational Education Act of 1963 and was emphasized in 1976 by reauthorization of the program. The 1976 legislation still prevails. The statutory citation is Public Law 94-482 (May, 1981 DPI "LLPP" Workshop - Lederer).

II. The Social Efficiency Theory versus the Industrial-Democracy Theory

The early debates in the vocational education movement (1900-1917) were dichotomized between those who favored a social efficiency theory, exemplified in David Sneeden and Charles Prosser, and the democratic humanistic philosophy championed by John Dewey. The social efficiency views prevailed, and the federal legislation and state and local vocational education programs have reflected that perspective to the present time. In the 1980's, there will be a renewed debate and the underlying policy issues raised by John Dewey and others in the early 1900's will again surface and be a matter of great concern. There are some persons who already feel that the job efficiency model is being severely challenged. Views of persons such as Einar Thorsrud, a pioneer of industrial democracy experiments in Norway, and those of E. F. Schumacher are being given careful consideration by many American educational planners. They feel that a more highly educated work force is bringing about new attitudes and expectations. People are more concerned about what is fair and what is equitable at work and are becoming concerned about productivity as well. They are becoming sensitive to the dilemma of overeducation

and underemployment. It is expected that the conservative social philosophy associated with technocratic training may, over the next 30 to 40 years, be replaced with a more humanistic form of industrial democracy.

III. Vocational Education in the 21st Century

We are in an information economy that is based on the production, distribution and consumption of knowledge. The students that we have in our high school classes today will spend the greater part of their adult working career in the 21st century. New teachers graduating from the University in 1992 may still be active in the profession in the year 2030. Several different scenarios have been prepared by futurists for what might happen as we move into the 21st century. Clearly, what we do now or do not do now will determine the future. Entrepreneurship or self-sufficiency is expected to be a major curricular change, already under way, that will emerge and become thoroughly integrated into the high school offerings by the year 2000. Four certainties described by Arthur W. Combs were highlighted: (1) the information explosion; (2) the increasing pace of change; (3) the centrality or primacy of social problems; and (4) that personal fulfillment will become increasingly important.

Major changes may be expected in the organization of the public education sector. Greater emphasis is expected on the 0 to 5 year old; students in kindergarten will be exposed to additional reading and counting; schools will begin to operate on a year-round basis, with students having the option to take off one of each four quarters for travel, enrichment, remedial, or sports. Teachers will be on a 12-month basis, rotating a quarter off each year for curriculum development, business experience, advanced study, or vacations. Other projections advocate that the general education be completed in a 10-year school (K-10), with the

entire curriculum focused on general education. College preparatory work and occupational education would be shifted to what are now the two-year postsecondary schools - junior colleges, community colleges, and technical institutes.

Other forms of education are expected to emerge such as more emphasis on education in the home, more training in business and industry, earlier exposure of students to the realities of the work world, and some formalization of life-long learning activities.

In conclusion, the point was made that the philosophy and beliefs under which vocational education has operated over this century are apt to come under careful scrutiny. Changes in the society, labor market and technology will increasingly have greater effect on the form and substance of education. Vocational educators were urged to become personally and completely involved in matters pertaining to how their educational programs could best operate during the next two decades and into the 21st century.

Knowing where you're going

VOCATIONAL EDUCATION PROMOTION

Presenter: Garth Hanson, Associate Professor, University of Illinois at Carbondale and former assistant to the executive director of the American Vocational Association

VOCATIONAL EDUCATION PROMOTION

Ladies and gentlemen, it's a privilege to be back in Madison, Wisconsin, again. I've had an opportunity to be in Madison on several occasions and have great respect for the vocational programs that are here in this state.

I have been asked to talk to you today about public relations and vocational education. I could have titled this talk, "Public Relations--A Good Common Sense Program," or "Public Relations--An Answer to Immediate Concerns in Vocational Education," or "Public Relations--A Process Lesson in How to Get Along With Administrators," or "Public Relations--A Matter of Life or Death." Each of those titles is critical and an important part of what I plan to say today. It is entirely possible that the time has come when public relations is critical to vocational education program survival.

There is the story of a teacher who sat in a classroom one school day when an administrator walked in with two new but outdated calculating machines under his arms. When asked what they were for, the administrator said that they were all there was for equipment funds for the coming year. The teacher protested mildly by saying that there was no need to even have them because they would not fit into the curriculum. The program had all the calculating machines needed for those courses. The administrator responded by saying that they were able to get a good deal on those. If they were not needed in this class, they would be needed in some other classroom

in the district. He then walked out. Equipment purchases in that district were made without significant discussion from teachers.

Then there's the story of the rural vocational teacher, a business teacher, who saw a migration of graduates leaving the community to find jobs in the city many miles distant. The graduates were reporting that they could not compete adequataly in the job market in that city because of antiquated equipment and programs in their high school. The teacher started a public relations program, an advisory council was formed, parents were invited to view the program, and all discussed what the program should be. As a result, several activities were initiated in the community which told the business education story. Within a 12-month period of time, some of the district's limited funds were spent to replace the manual typewriters and other outdated equipment. New materials were adopted and a fresh breath of life was breathed into a dying program. The program is still alive and well. Now, graduates are successfully competing in the urban job market.

Those stories are true and perhaps are sufficient to make the necessary point. . .but. . . there is one more true story that needs to be told. This one is about the teacher who had a very good program until recently, when the executive order was given that the program should be abolished. This was a program in a vocational area for which there was a need for graduates in the job market, interest by the students, and enthusiasm by teachers to offer. What happened? The superintendent of schools was given the very common challenge of reducing the costs of vocational programs. His son had been enrolled in the program and had had a very negative experience as a student. (Teachers agree that any experience for this son was negative in the school system.) This negative

story was told to Dad with no positive stories to counteract it, and the program was eliminated with the stroke of a pen. After vigorous efforts, a minor part of the program was restored. The continuation of that part of the program will have to be fought for in another year.

America's schools are facing many crises. Some of the accompanying trauma originates in financial pressure and rapid technological change. Vocational programs are troubled by the resulting belt-tightening in a time when equipment and facility costs are skyrocketing. We need friends to help us get what we need.

In many instances, curriculums are sadly out of date, equipment is antiquated, and teaching personnel are being reduced beyond reason. All of this occurs at a time when skilled vocational workers are in low supply and high demand.

There is little doubt that there will be turbulence in the upcoming few years in the vocational education area. The question is, how much that turbulence will negatively affect vocational education programs. The attempt to stabilize the programs is meant to provide an environment within which change and growth can occur.

Now let's discuss the following questions: Why is a public relations program needed in vocational education? Who does it? How does the vocational education teacher function in the political process, and how does that teacher work with elected officials? In addition, I will make a few suggestions as to how vocational teachers conduct their own public relations program.

There are many books written which would help vocational teachers address a public relations effort. There are two books, however, that I

would recommend: The first one is entitled The Third Wave by Alvin Toffler.

Mr. Toffler claims that the first wave was the agricultural wave that swept through the world some 6,000 years ago. It was going strong for most of those 6,000 years until it was replaced with the second wave just three hundred years ago. He called that wave the industrial revolution which had many characteristics related to factory-style work and learning. That wave is rapidly being followed by The Third Wave, the title of his book, which is the electronic age. The title of that third wave came not from the book but from me. He just refers to it throughout the entire book and is concerned about the rapidity with which this new wave seems to be "crashing in."

Dr. Toffler says that this third wave is being met by two types of people: (1) Those who think this wave will pass and we go back to the old style of living that we knew in the industrial age, or (2) those who think the world is soon going to end so there is no sense in worrying about what the future holds anyway.

Dr. Toffler further states that one is as bad as the other because neither of these groups is preparing for the third wave. He further states that this third wave will require special preparation without the adjustment time that we've had through waves one and two. He's especially concerned about the effect that this will have on the educational process.

The second book that I would recommend is one that is entitled Managing in Turbulent Times by Peter E. Drucker. Both of these books are recent publications, like in 1980. Dr. Drucker talks about the problems that industry is having in managing during these times. In the past there were certain guidelines that managers had to determine how well their

business was doing. They could look at a balance sheet and predict reasonably well how things were coming for that year. Now interest rates are out of whack and are not constant, budgets are inflated, and very inconsistent, personnel are not what they used to be and it's more difficult to hire, fire, and motivate. The profit motive is being questioned and isn't what it used to be and the unions are making unusual demands through their collective bargaining efforts.

I believe that these and other books point out the highlights of some of the trauma points that lie ahead. The truth of the matter for vocational education is: (1) There is an urgent need for vocational education. Both employers and students need the kinds of training and people that vocational educators provide. (2) Vocational education will not stay like it is at this point. It will change. (3) We really don't know how it will change--only that it will change. (4) We are going to need help from other than vocational educators in this change process. We need solid support from the outside to see that the change is proper and appropriate.

A public relations program is the only way I know to muster the support we need. There just has to be a formal process for interacting with those around us and in making the decisions that are so necessary to the survival and growth of our individual programs.

WHY IS A PUBLIC RELATIONS PROGRAM NEEDED FOR VOCATIONAL EDUCATION PROGRAMS?

The 1980's are and will probably continue to be turbulent times for the United States. The economy seems to be out of balance, social values are in turbulence, and systems which have worked for many years are in

trouble. This unrest is manifested through our society and is no stranger in our schools and classrooms.

In these times, nothing can be taken for granted. The traditionally stable vocational education programs will see much change. No one really knows what nor how. There has to be room for the new technology and the new social needs of the students. This is quite a change for vocational educators who thought that programs were probably never drastically changed. We need help to see that the changes are sound, appropriate, and well accepted.

Where do we get the support we need to develop and maintain vocational education programs for the 1980's? The answer is in the students, parents, employers, colleagues, administrators, public officials, and the community. Who has to put all of those forces together? The teacher, of course. When does that teacher have time to do all of that? The teacher has to find and plan the time to get all of that done. There has to be a re-prioritizing of a vocational educator's professional life. If the public relations program is not taken care of, there may not be a vocational program to worry about.

Now you and I both know that vocational education will survive in the 1980's. There is little question about that. Vocational education students are great and they get jobs. Employers are pleased with student confidence and schools are trying to meet as many needs as possible. It is essential, however, that the vocational education story be told. It is time to look at the development of an active, sophisticated public relations program to develop an all around base of support. The following are reasons why this effort is needed:

1. Students recruitment--Students, parents, and guidance counselors need to be continually told of the virtues of the vocational education programs. In addition to general skills that students learn, it is through this program that many of the up to date skills are learned. A public relations program will tell the vocational education story to students.

2. Employer information--Those who hire vocational education graduates need to hear of the progress that is being made in the voc ed programs. In most markets, vocational education programs go directly from the classroom to the job. As strides are made to keep classroom instructions relevant, employers need to be kept informed about the potential of using graduates in their offices, in their factories, and in their stores. These students have a new skill which has been learned with new equipment in many instances. A public relations program will tell the vocational education story to employers.

3. Parents--Students follow much of the counsel received from parents. Parents usually spend some time discussing the student's future career and the educational process. It is important that the parent hear about the vocational education program from the student but also from other sources too. A bit of reinforcement, where parents and students can know as much as possible about the program, will assist students in making quality decisions. A public relations program will tell the vocational education story to parents.

4. Community information--People in the community need to know about your program. What do community people think when they hear of

the vocational education program? There are at least three thoughts that they could have:

a. They may think about the greatness of the program.

b. They may think of how little impact it has on the real world, or,

c. They may not think about it at all since they hear so little about it.

What difference does that all make? It could make a lot of different. Decisions about programs are made sometimes in very strange places. A major decision could be made through the simple procedure of a superintendent asking a person in business what he or she knows about the vocational education program. An "I don't know anything about it" response can mean a lot of difference in dollars and cents. A public relations program will tell the vocational education story to the community.

5. Colleague information-- Some of the most important public relations a vocational education teacher can do is with colleagues. An internal public relations program tells those around you about your program. It may also take a bit of letting others help you with your work.

One vocational teacher, a professional with excellent English skills, invited an English teacher in to talk about grammar and related transcription rules to a secretarial procedures class. The teacher could have done as good a job, perhaps even better, but needed the support of this English teacher in program-related activities.

This request was the beginning of a long professional relationship which eventually solved some major "turfmanship" concerns within the school.

Another teacher invited a home economics teacher in to the classroom to talk about professional wardrobe matters for much the same reason. Colleagues need to know about what you do and what your students accomplish. They learn best when they are helping. A public relations program will tell the vocational education story to your colleagues.

6. School administrators--It is the duty of most administrators to make decisions about all the programs over which they have authority. Administrators should be impartial but it is impossible. A human being responds to what is known and felt. Administrators are human beings in spite of what many people think. It is absolutely essential that administrators know more about the vocational education program than what they routinely see or ask for.

An organized public relations effort is important to see that administrators have the correct information about what has happened in the vocational education program. Decisions will go in your favor if administrators know the success of your vocational education students. A public relations program will tell the vocational education story to school administrators.

7. Public Officials--Teachers must be careful in working with public officials who function outside of the school community.

Controversial political activity can cause many problems. It is important that public officials know something about

vocational education so that intelligent discussions can occur about your programs. A good word about your program from a public official to an administrator can do much for your programs. A public relations program will tell the vocational education story to public officials.

8. Student Morale--Have you ever met anyone who did not want to be part of a winning team? Students in an active vocational education program will be proud students. Can you imagine the pride of one of your vocational students sitting at dinner with family and hearing the parents talk about the great things heard about one of the student's classes. That success story has to be worth some effort. A very proud vocational student in this situation can do much to promote a going program. A warm body is only one part of filling a classroom with students. Getting quality students is what it is really all about. A public relations program will tell the vocational education story to everyone and will build student morale.

Why is a public relations effort needed in a vocational education program? There are at least eight reasons that we have just discussed. In review they are: (1) To recruit students; (2) To provide employers with information; (3) To keep parents informed; (4) To let the community know about the program; (5) To keep colleagues involved and supportive; (6) To keep school administrators informed and aware of program needs; (7) To inform public officials; and (8) To improve student morale. A good public relations program will tell the vocational education story to many important people.

WHO DOES IT?

A well directed public relations program is one where a leader recruits as many helpers as possible to carry out a specific public relations goal. The answer to the "Who Does It?" question is "As many people as possible". The goal is to get the vocational education success story told. The teacher has to play the key role.

There are many players in the vocational educational community. They are: (1) the successful graduate, (2) the teacher, (3) the current students, (4) the parents, (5) the administration, (6) industry, (7) an advisory committee, (8) the policy makers, and (9) the community, just to name a few.

In most vocational education programs the teacher is the key public relations person. Where schools are large enough to have a department, the department head would be the leader of the public relations program and the person who makes it work. Even then, each teacher must make things happen.

1. The Successful Graduate--The best public relations a program can have is a successful graduate. The quality of the vocational education program is shown in the everyday working activity of its graduates. Graduates should be counselled to tell employers about the vocational education program and encourage the hiring of students from local programs. A teacher recommendation that students talk about the program while on the job can open many doors.
2. The Teacher--The mover behind a quality public relations program is the vocational education teacher who is excited about the

program. A motivated teacher is constantly talking about the program to colleagues, administrators, industry people, students, family, and friends. It is taken for granted that the program is of high quality. Teachers don't talk much about mediocre programs.

There must be a public relations plan, organized and orchestrated by the teacher. This plan describes the activities of the year, who does what, and when. Teachers must understand that this kind of public relations plan does not just "happen", it is "caused".

3. The Student--How impressed are the current students with the vocational education program? Students should talk about the vocational education program in which they enrolled...to their friends, parents, employers, and administrators. Students should be encouraged to go home and talk about what they have accomplished in their vocational programs during the day. Activities should be designed to involve those persons who surround students during the day. Students should be told that each can perform a public relations function that such an activity would do much to improve vocational education in the future. Students will see that the word gets around if they are encouraged.

4. The Parents--A vocational education boosters club...how does that sound? There are athletic boosters clubs, music boosters clubs, foreign language boosters clubs, and speech and drama boosters clubs. Why not a vocational education boosters club, with an elected President, set of officers, plan of action, a budget, and close coordination with the teachers in the program. This group

could do much to improve public relations throughout the program. Parents get excited about the progress of their children. Vocational educators should try to marshal that energy and put it to good use. Most parents are willing to assist if properly asked, (don't get this group mixed up with the Advisory Committee-they are not the same!).

An occasional handout sent home with students will help. An annual presentation to the Parents Association or other parent dominated groups will also add much.

One of the most effective ways of communicating with parents is to bring them into the vocational education classroom at least once during the year for parent night. This can be an evening where students dress up a little bit, have refreshments, and let the parents actually take a look at the equipment and the procedures that are being used in class.

Many parents would like to sit at a new typewriter, take a look at a new lathe, and other new equipment in the classroom. Think how excited they would be if they had an opportunity to see a mini computer in action, and especially if one of their children were teaching them about it. There are many things that teachers could do in a parent night to get parental support for the programs.

There is a need to bring parents into the classroom. There is also a need for the vocational education teacher to be acquainted with the parents or each of the students in the program. A mention in the newspaper, radio, or on local TV will rally many parents to the vocational education band wagon.

5. The Advisory Committee--The Advisory Committee is required for funded vocational programs throughout the country. There can be many advisory committees in the vocational education area. Local vocational educators will have to make decisions has to how specific advisory committees get. Basically, an advisory committee consists of representatives from business, industry, labor, parents and students. These people can do much to improve the integrity of each vocational program.

There are some sound principles behind the organization of an advisory committee. One of the most sound can be summed up in one word..."involvement." People talk about what they do. While advisory committees can do much to help the curriculum, there is much they can also do to help the public relations effort. When members of these committees speak, decision-makers usually listen. This can be a very powerful group in telling the vocational education story. Some of these people can get more media attention with one interview than most teachers can get in an entire year.

6. The Administration--Administrators are extremely busy people. It is a bit naive to think that they will be in a position to support vocational education programs a lot more than the other programs in this school. Because it is their job to see that all programs are promoted. There are certain ways, however, that vocational education teachers can get the ear of an administrator. You see, it is true that administrators like some programs better than others. If one were to ask why, they would find that it is usually because they know more about one program than

another. It is essential that vocational teachers keep close contact with administrators, telling them what is happening in the vocational education program and how well they are successing.

Teachers should invite administrators into the classroom or special activities. Administrators should be asked to suggest certain speakers and maybe invited to introduce the speaker to the class. Another idea might be the invitation of administrators to speak to advisory committees and other vocational education groups.

It is important that administrators feel that they are a viable part of the vocational education program, that each vocational teacher knows that, and recognizes them for that contribution. With a little extra effort, administrators can become the vocational educator's best friend. When that happens, one of the basic hurdles has been met in overcoming public relations obstacles.

7. Industry--There are many reasons why industry is interested in working with schools in their programs. Among them are: (1) they get some publicity through this effort, whether it be media related or just to the school students and personnel (the word gets around), (2) they are looking for potential employees, or (3) they are looking for a way of being of service to the school and community. There may be other reasons. Industry is interested in relating with the school.

Vocational people will work with the most logical part of the school, the vocational education program. . .but. . .they

have to be asked. Industries should also be involved with the advisory council. Since the number of positions on that council is limited there should be other ways for industry to be involved.

Vocational education departments could sponsor an industry appreciation day for industries invited to come to the classroom and talk about their industries, what it does, and what it has to offer students in the form of jobs and careers. Industry is a good source of classroom speakers, panel members, and special activity partners.

One vocational education group recently asked a business for permission to tour their facility. One of the vice-presidents got so excited about working with students that he volunteered extensive service to that program at no cost to the school. This was the first time this person had ever been asked to serve the school, and there was excitement enough to last a long time.

Vocational education teachers should budget some time to pay an occasional visit to key persons in the industrial community. A facts sheet should be left, a brief description of the types of students presently enrolled in the program, special activities should be described, and key persons from the business should be invited to work with the program in appropriate places. These "friends" can make very appropriate contributions to key school policy members in your behalf if they know about your program, know the needs of the program, and have an opportunity to contribute. These people can be very important contributors to the public relations program.

8. Policy Makers--Policy makers are those who make decisions which directly or indirectly affect the vocational education program. Such persons include, but are not limited to: school board members, city officials, state legislative members, state boards of education, members of state education staffs, advisory council members, and national legislators and officials. These officials are people who make decisions based on what they know about something. They try to make those decisions which are the best decisions for their constituency...you.

In the story that was told earlier in this presentation about the school superintendent who decided to eliminate a working vocational program because his son had taken a class in that program and reported that it was a "waste of time," the decision to eliminate the program was "handed down" without more knowledge than that. The teacher was all alone in trying to save the program. The battle will continue...but...the superintendent will finally eliminate the program. You see, the teacher didn't have any "friends" to help fight the battle and it was too late to cultivate them.

Ideally, the teacher should have had an active public relations program which would provide a base so that others would be able to fight that battle. How impressive would a contact be with that superintendent from the chairperson of the board of education, one who had been asked to speak at a program activity, had heard about the program from some friends (voters) and industry, and/or had seen and heard blurbs about the program in the media. It would be even better if the board leader had had a

child complete the program singing high praises about it all the way through. A dynamic public relations program could bear that fruit.

Teachers must be very careful not to "lobby" public officials over the heads of school administrators. A balanced public relations program with occasional direct contacts with these officials in the form of newsletters, ("thought you might like to see what is going on in our program"), invitations to events, etc. will do the job very nicely. There are not many officials who receive this kind of information or treatment from teachers. They will most likely respond by getting to know more about the program and even doing some of your public relations programs for you if given the chance.

9. The Student Organization--There are several student organizations throughout the country. These student organizations provide activity experience for many students. When done effectively, these activities will lead to public relations information. Most local newspapers search for local print-worthy information about the school. If the club recorder/reporter is properly trained, they will get to be on a first name basis with people in media positions. A report of every meeting and of every activity should go to the media along with black and white glossy pictures of events wherever possible. It is not difficult to get the activity blurbs printed. Since most student organizations spend a lot of time in fund raising, a friend in the media would be of great assistance in bringing people in with money to spend. A student organization is an excellent curriculum assistant, but it

can also be an extremely helpful public relations tool.

10. The Community--To tell the strong programs at any given school, one simply has to go into a home where teenagers live and ask what programs excel in that school. We hope that the response from many teenagers would be vocational education. One can determine an image of a program by asking questions about what students think of programs. A formal survey can be conducted to tell that image story. It is important that students have a good feeling about the program.

Another interesting way to find out about the image of a certain program is to walk into industry offices downtown and ask about the strengths of the vocational education high school program. You probably would receive one of three answers. (1) "We have a good solid vocational education program in our high school," or (2) "I don't know anything about the vocational education program at the high school", or (3) "The vocational education program is not much to holler about".

This method does not tell the exact quality of the program, but what it does tell is what people think about that program. Perceptions must be considered as real when dealing in the public relations area. Many people make decisions about programs on what they feel or have heard about the program, not what the program really is.

It's important that the community know about the vocational education program and all of its parts. If they do know about it, they will speak good things about it and will help you tell the vocational education story.

HOW DOES THE VOCATIONAL EDUCATION TEACHER FUNCTION IN THE POLITICAL PROCESS?

Somewhere between "teachers and politics don't mix" and "teachers can do and say anything they want politically" is a line where teachers and politics should meet. The dictionary has an interesting definition of the word "politic". As an adjective it is defined as: "wise and looking out for ones own interests; prudent." A "politician" is defined as: "a person who gives much time to political affairs; a person who is experienced in politics." The word, politics, used as a noun, is defined as: "the science and art of government, concerned with the form, organization, and administration of a state or states, and the relationship between states."

Using these definitions, teachers should be "politic" people, working with "politicians" in the science of "politics." Translated, that means that teachers would be wise to look out for their own affairs in the teaching community. To do that, they need to know who the politicians are. Teachers need to know who makes decisions which effect their programs. The obvious is not always true and it takes some effort to find where the "real" points of decision are.

Vocational education is a part of a "political" department which is part of a "political" school, which is a part of a "political" district, which is a part of a "political" state, which is a part of a "political" nation. Even here, there are several "political" steps left out of that series, but the point should be quite clear. Teachers are in the political arena whether they want to be or not. An effective public relations program will go far in the involvement of politicians in the vocational education programs.

Teachers should operate on these assumptions about the political process.

1. Decision makers operate on the premise that they want to do what is best for their constituents.
2. Vocational education will always land with its feet on the floor in the political process if given a fair chance. The program is of high quality, its students are employable, we teach what is important to learn, and there is a great need for what we teach in the community.
3. Most decision makers know very little about vocational education programs, or education in general, for that matter. They need to have some resource of information about the program. That resource is you.
4. The burden of responsibility for informing the politicians is with each and every vocational teacher. Political decisions are seldom made in a vacuum. Since each teacher has a different set of friends and acquaintances, a combined effort of many teachers will see to it that many political basis are covered. To do that, each teacher has to make a personal commitment to the process.

Political officials have very few educators from whom to gather information about educational decisions. They all have access to major education associations and they hear regularly about association interests. What is lacking is the personal contact from education constituents. Public officials need educator "friends".

There are several associations working with vocational education issues at the national and state levels. A teacher would be wise to look

into these associations at the national level and the same associations at the state level. There are several directions one can take in working with these associations. Please find time to associate with them so that involvement can be complete as one works with the political process.

If a vocational teacher was actively involved in the political process, legislators could contact them for information. This would serve to verify positions made by educational associations. It is not the intent of this document to encourage partisan politics or promote specific issues. It is the intent, however, to encourage teachers to get to know public officials and to provide them with information which would help in making decisions. This "political" activity would further the educational movement.

The following suggestions would assist a teacher in having some basic impact in the decision making process.

1. Identify the public officials who effect education policies.
2. Select those public officials who would be accessible to you and with whom you would like to become friends. Hopefully, your colleagues would select others.
3. Make an initial contact with each of these on a business like basis. That means to let them know that you are a vocational teacher interested in the welfare of the educational program and would like to learn more about how that public official feels about certain education, specifically vocational education, policies.
4. Establish some form of regular contact with that public official. . .a regular letter, a newsletter, a periodic telephone

call, invitations to events, an occasional personal visit to the office or contact at some public meeting are also appropriate.

5. Be aware of the public activities of that official. Read the newspaper, watch television, listen to the radio, just generally be aware of the activities that involve that individual. Let him/her know that you are interested.

6. When an educational issue is being discussed, contact that official and express your concern one way or the other.

7. Invite those officials to your classrooms to speak to students, to see you in action, and to become familiar with the process.

8. Write appreciation letters when that official does something you like. Those letters can be a thank you for a vote for a public road or any other kind of activity. It is important that the official knows that you care and are watching.

9. Let the public official know that you are concerned about the educational matter specifically and would like to provide whatever information is needed at specific times.

10. If you can fully support any public official in their political activities, a <u>personal</u> contribution to campaigns, or involvement in the campaign process will gain much personal attention. The public official should understand that you are acting as a private citizen but that your interest is there and that you care.

11. Keep administrators informed as to what you are doing. Work to identify a positive relationship with administrators in everything possible. Participate in political activities

sponsored by vocational education organizations. Be a part of a "telephone tree" and write letters when requested.

12. Be alert to ways of keeping people informed about your program. It is a never ending process but an exciting part of each vocational education program.

It is not easy to initiate activity in the political arena. Most people find it frightening at first, exciting as it goes on, and even a bit of a drudgery with a lot of experience. All of these feelings are worthwhile when one sees the results that can happen.

A few years ago, when my family and I were living in the Washington, D.C. area, we noticed that many of the pornographic kinds of magazines were openly available at magazine stands in the grocery and drug stores. It was especially disturbing to see young teenagers sitting at magazine stands leafing through those less than desirable publications. My wife and I had chatted on several occasions and wondered what we could do to assist in changing the availability of that literature.

One day on the news we heard that the county commissioner had introduced a bill which would force those kinds of publications behind the counter, in racks which would hide the often explicit covers. We liked what this county commissioner proposed, so my wife wrote a note thanking him for his efforts.

It was only two days later that a phone call came from this commissioner's office. It was not from a secretary, but from the commissioner himself. You can imagine my wife's surprise as she spoke with this "high and mighty" public official. He sounded like an everyday guy who was concerned about an issue. He needed help in finding a solution to that

issue. He asked my wife if she was really serious about her concern. My wife said, "Certainly I'm serious, I'm a mother of four teenagers."

The county commissioner said, "Well, that's great, there is a meeting next Wednesday night at such-and-such a house, could you be there?" My wife thought for a moment and said, "Well, I would like to be there but that happens to be a night that my son is receiving a merit badge at a scout meeting. I feel I need to support him."

The commissioner's voice dropped considerably as he said, "Oh, I thought you were really interested in this issue." My wife was quiet for a moment until she realized that maybe this time the commissioner's meeting was more important than the scout meeting. She attended the commissioner's meeting and I attended the scout meeting. I believe we made the right decision.

She attended several meetings in the ensuing weeks. She got all excited about the issue, testified in front of the entire county commission, and was on television in the D.C. area. It was late at night when the final vote came. We were very happy. We won. We knew that she had helped in putting a very important law into place in our county. We did our part to put those kind of magazines behind the counter where they belonged. A very interesting thing happened the next day, however, when the phone rang. The commissioner called to thank her for her efrorts, and said, "And by the way, we have another issue. Are you interested?"

It really reinforced to us, on a very personal basis, the anxiousness that public officials have for people who believe in certain issues and are willing to work. It changed our entire lives. We discovered that each of us can have an impact in the political process.

Teachers who work with public officials in the political arena have to know that it takes time, that it is not always easy, and that the rewards are not always as great as they were in our case. Teachers must also know, however, that it is only through this process that the vocational education story gets told in the decision making places where it really counts.

The rest of the material that I want to talk to you about today is in the form of lists and basic information that will be published in various forms for you through the offices of Mike Tolkheim. I hope that they will be of some value to you.

I appreciate the opportunity of being here with you in Wisconsin. You are doing great things. Times are turbulent and will continue to be so. Perhaps I could summarize my comments with a quick humorous story.

There was once an aspiring truck driver who was attending a truck driving school. The instructor thought it was time for an examination so he called the student in for this oral quiz. The question was, "You are driving your eighteen wheeler up a steep incline on a two-way road. You are fully loaded, and in low gear. Just as you reach the crest of the hill, you look in your rear view mirror and see a car speeding around you. As you look ahead, you see another slow eighteen wheeler coming up the hill and a car hurriedly passing him. What would you do?"

The student thought for a few minutes, and then said, "I would wake up Jake."

The instructor asked, "Who is Jake?"

The student responded, "He's my relief driver who's asleep in the sleeper."

The instructor said, "But why would you wake up Jake?"

The student replied, "Well, Jake comes from a small town and he ain't never seen a crash like the one we're about to have."

I believe that we in the vocational education world cannot sit back and watch this turbulent experience just happen. If we do, we will probably find ourselves in a situation much like that of the truck driver. We probably ain't never seen a crash like the one we're gonna have.

I want to conclude my remarks with this poem that might just put a positive note on all that I've said. It's entitled "A Fence or an Ambulance." The author is unknown.

A FENCE OR AN AMBULANCE

'Twas a dangerous cliff, as they freely confessed,
Though to walk near its crest was so pleasant;
But over its terrible edge there had slipped
A duke and full many a peasant.
So the people said something would have to be done,
But their projects did not all tally;
Some said, "Put a fence around the edge of the cliff,"
Some "An ambulance down in the valley."

"For the cliff is all right, if you're careful," they said,
"And if folks even slip and are dropping,
It isn't the slipping that hurts them so much,
As the shock down below when they're stopping."
So day after day, as these mishaps occurred,
Quick forth would these rescuers sally
To pick up the victims who fell off the cliff,
With their ambulances down in the valley.

Then an old sage remarked: "It's a marvel to me
That people give far more attention
To repairing results than to stopping the cause,
When they'd much better aim at prevention.
"Let us stop at its source all this mischief," cried he,
"Come, neighbors and friends, let us rally;
If the cliff we will fence we might almost dispense
With the ambulance down in the valley."

"Oh, he's a fanatic," the others rejoined,
"Dispense with the ambulance? Never!
He'd dispense with all charities, too, if he could;
No! No! We'll support them forever.
Aren't we picking up folks just as fast as they fall?
And shall this man dictate to us? Shall he?
Why should people of sense stop to put up a fence,
While the ambulance works in the valley?"

"Better guide well the young than reclaim them when old,
For the voice of true wisdom is calling,
"To rescue the fallen is good, but 'tis best
To prevent other people from falling."
Better close up the source of temptation and crime
Than deliver from dungeon or galley;
Better put a strong fence round the top of the cliff
Than an ambulance down in the valley.

HOW TO WORK WITH DECISION-MAKERS (elected officials)

Decision makers fall into the category of school board members, city officials, county officials, state legislators, national legislators, governors and other elected officials. For the most part, this definition of decision makers is limited to those who are elected or officiate over the educational community.

Decision makers spend most of their professional lives collecting information upon which their decisions are to be made. They collect, sort, prioritize and test information in order to have sound data to feed into the decision making process.

One state legislator told the story of how being a legislator was a "part-time" job but that it took "full-time" effort. In one legislative session, over 3,000 bills were introduced from which 300 bills were made into law. That meant that each of the 3,000 bills had to be, at least, looked at for a Yes/No decision and that at least 300 had to be thoroughly studied for many votes. When asked what teachers could do to assist in the process the answer was something like this:

> The best thing a teacher could do for me is to let me know who he/she is and how he/she could help. When a bill comes my way which addresses education in some way, I would like to hear from that teacher as to how I should vote. That means that I want to hear the facts surrounding the issue. If the teacher was close enough to me that I could really trust him/her, I would like to hear as much as I could about both sides of the issue from that teacher. I want a resource person on educational matters. I want to surround myself with good people.

One must remember that most public officials hear from pressure groups regularly. It is when the constituent back home reinforces what the organized efforts say that I can vote according to my conscience. That constituent has my vote.

The legislator concluded his remarks by saying that all he had for a staff was one part time person who worked very long hours to "dig" out the facts. If the crucial vote came up on the bill before all of the homework got done, he had to vote the very best he knew how. Often times that meant taking the word of others without personal verification. The good legislator is the one who can organize staff and constituents so that there is a place to go for accurate and current data. Good decisions can be made if they are based on good data. The best advice a teacher can receive on how to work with elected officials is to treat them like you would like to be treated if you were in there place. They are very busy people. They are in need of a professional friend who can provide the right information at the right time in the right way. Some legislators sadly report that in many years of legislative work, they have never heard from a classroom teacher. That is something to think about.

The following are some ideas teachers could use in working with elected officials:*

1. Be fair toward public officials. With very rare exceptions, they will be honest, intelligent, and will want to do the right thing. Your job is to inform them what you think is right.

2. Be objective about government and politics. They may be faulty but it is the best we have. A disdainful attitude is an expensive luxury these days.

3. Be understanding. Put yourself in the public official's place. Try to understand his/her problems, outlook, and aims. Then you are more likely to persuade the official to do the same in understanding yours.

4. Be friendly. Don't contact public officials only when you want their help. Invite them to be guests at meetings. Take pains to keep in touch with them throughout the year--every year.

*Adapted from a unpublished paper from the American Vocational Association, 1973

5. Be reasonable. Recognize that there are legitimate differences of opinion. Never indulge in threats or recriminations.

6. Be thoughtful. Commend the right things public officials do. That's the way you like to be treated. Any public official will tell you that there are dozens of letters asking for something but very few in thanks for what has been done.

7. Avoid selfish requests for special favors and exemptions. If it becomes absolutely necessary to ask for them, state the reasons frankly and clearly.

8. Be constructive. You don't like to be scolded, pestered, or preached to. Neither do public officials.

9. Be cooperative. If a public official makes a reasonable request, try to comply with it. Don't back away for fear that it's a "deal", or that you're getting into politics."

10. Be realistic. Remember that controversial legislation and regulation usually result in compromise. It has always been so and it will always be so in a democracy.

11. Be practical. Recognize that each legislator has commitments and that a certain amount of vote-trading goes on in a legislature. Don't chastise a legislator who normally supports you if he/she happens to vote against one of your bills. This doesn't necessarily mean that you have been deserted. Give them the benefit of the doubt. Remember that while some votes may be firmly committed, there will be many others that can be swayed on the basis of sound arguments, properly presented.

12. Be a good opponet. Fight issues--not persons. Be ready with alternatives or solutions as well as with criticisms. Constructive opposition is a very healthy part of the political process.

13. Be informed. Never meet with public officials to advocate a position without first studying the facts and the arguments pro and con. The mere fact that you want a public official to adopt one position or another won't be enough to make a convincing argument. Do your homework.

14. Be trustworthy when promises are made. This is a cardinal rule of politics. If you tell a public official you'll do something in exchange for certain action, stick to the bargain.

15. Be faithful. Don't change horses in the middle of the stream. Never leave an official stranded out on a limb by changing your policy or position after he/she has publicly stated a position that you have urged him/her to take.

16. Learn to evaluate and weigh issues. Many bills which are tossed into the hopper "by request" are never intended to become law. Don't criticize legislators for the bills which are introduced, and don't call out the Army until you're sure a bill is serious.

17. Be discreet. Participation in discussions about legislators being "bought" or "paid off" is useless. You have absolutely nothing to gain and everything to lose by doing so. Chances are it will not be true.

American Vocational Association
1510 H. Street, N.W.
Washington, D.C.
October 26, 1973

GENERAL SUGGESTIONS FOR PUBLIC RELATIONS ACTIVITIES

1. The best public relations program is a quality program.

2. Constancy is important. . . a steady flow of public relations information is necessary to obtain your public relations goal.

3. There should be at least two major events each school year, one as an introduction to the year's activities and the other a wrap-up.

4. Establish some traditions. . . something your public can expect each year. The event(s) should feature important names and some awards. Appropriate media coverage is essential.

5. Incorporate the student organization into your public relations plans, but do not rely on them totally, to do the work. This is a Business Education program, not an FBLA or an OEA program. Some business education programs have totally lost their identity to the student organization. Don't fall into that trap.

6. Involve as many people as possible in each media event. Try to strike a balance between students, business representatives, parents, and administrators. There is much public relations value in having these people work together (also much education value).

7. Develop a check list for all events. This check list should have a list of duties to complete. Make the assignments, be sure everyone knows what the expectations are, allow for periodic progress checks, and insist on a report at the end of the activity.

8. File activity completion information where it can be used in future events. The forms should include a description of what went well and what didn't. The cost of the event should be recorded and if there is fund raising involved, there should be a "profit and loss" statement which includes profit per hour spent.

16. Make it easy to report each event; take pictures, supply names, and include a fact sheet.

17. Get on a first name basis with media people. When they hear about one of your events, they will get to the point of expecting to hear from you. Don't let them down.

18. Keep colleagues informed; a copy of the program, a mention of plans in the lounge, invitations to attend, requests for assistance, ect.

19. Expect top quality events, then see that they happen. People like to talk about a winner. See that you provide something good to talk about.

9. Some of the best public relations is the easiest to do. A memo to administrators about an achievement of students or teachers, a trip to the office to specifically inform leaders of plans and accomplishments, a phone call noting the completion of some event, a list of student achievers to parents, administrators etc., an invitation to key persons to attend certain events and the all important mention to school newspapers and public media about program accomplishments are many of the examples. Tell those around you what is going on.

10. Always say thank you to ALL who have made an opportunity possible. Get as many people involved in the "thank you" process as possible. A card is sufficient (or a memo) but a little "goodie" or token of appreciation can be worth the effort.

11. Talk about your program, on a positive note. Nobody likes to hear about the bad things. Some of your bad things are better than the good things in someone elses program. Emphasize the positive.

12. Approach your public relations in a business-like manner. Your dress, manner, and relationships with those you are trying to impress are important. You represent business education and that means BUSINESS in an EDUCATION setting. Act like it!

13. Take care of the details for each event. Students learn from seeing first class events. The teacher has to show how it is done.

14. Make each event student centered. People like to see their kids perform. They will come miles to see their child accomplish something. The emphasis must be on the student.

15. ALWAYS PROVIDE A FACT SHEET. Provide something with all of the details. This will answer the who, what, where, when, how, and why. Print them in abundance and see that the distribution is plentiful.

A CALENDAR FOR STEADY PUBLIC RELATIONS COVERAGE

There are several parts to a calendar which assist in the delivery of a program. One is that the calendar requires planning. If a business education teacher will take the time to plan public relation events, and plan them in detail, the events will probably occur. If the planning is done on a long-term basis. . .at least a year in advance. . .there will be sufficient "up front" time to get most activities off the ground.

Some activities fall into the annual category where they will occur every year once started. Other activities have to be adjusted to special events occurring irregularly or only once. One can be as important as the other and needs to be planned accordingly.

A. Annual events.

1. Opening social. An activity should occur in the first few weeks of the school year which introduces parents, students, and the community to the business education program. The activity could be in the evening with light refreshments. There should be a description of the Business Education program. It is possible that former students could come to discuss what they have learned, the excitement of the program, and give some indication of the success that they have achieved. This must be student oriented.

2. A special seminar. Around some holiday or other time of season. Each teacher could think up a catchie term for the event. There could be a Halloween Business Seminar or a Valentine's Day Information Event or some other holiday tied to an event.

3. An annual year end activity would add much to a public rela-

tions program. Most co-op programs include an employer appreciation banquet. It may be possible to tie that event to a public relations event. If there is not a co-op program, there could be a community appreciation banquet or a business education completion banquet. The idea is to develop something which could get some immediate coverage. It is also important to get students and parents together for an event. At this time there would be an explanation of the year's accomplishments and possibilities for the future.

B. Special Events.

1. Open house An open house is an exceptional event to get people in to see the program and facilities. It should be held in the evening or a weekend and would be of maximum value when something new was occurring such as the initiation of new equipment of a new program or some computer related activities. Get lots of news coverage.

2. Special Appreciation Night An activity designed to express appreciation to selected individuals or groups. Examples might be chairperson of the advisory council, member of the school board, an administrator, a company or a particularly active person in a company, etc. These appreciation awards should not be given "lightly". It should be an honor to receive. The evening may include a banquet with ticket sales to offset expenses. These could be "dress-up" affairs. Some groups have been successful in having a special occassion with pizza or spaghetti. Capitalize on the character of your community. Get lots of news coverage.

3. Career Day for Peers A special day should be established in which the Business Education facility remains open through the noon hour and before and after school where students can come in and out and learn about the business education program. Guides shoulc be available to show equipment in operation, explain potential office careers and answer questions. Classes can be invited in to learn during the school day. This activity takes some time to coordinate but can be very productive. See that you get media coverage.

4. Career Day for Kids A day when groups of children in Kindergarten or the lower primary grades can come into the classroom to see some of the equipment in action. This is a great service project which will allow business education students to work with younger children. Refreshments are advised. Children who can write can learn a very basic typewritten sentence. . .a super experience for students and children. Get media coverage on this one.

5. Vocational Education Week The American Vocational Association sponsors a Vocational Education Week each year in February. Most of the student organizations have special activity weeks at that time, too. Business Education programs should tie into those weeks and get their share of P/R out of those efforts. Special materials are available through AVA to help make this week a special event. Be sure that the Mayor or Governor declares this week officially. Lots of pictures.

6. National Secretaries Week A good opportunity to encourage

employers to honor their secretaries. This could turn into a good fund raising project with the sale of flowers or other gifts for employers to buy to give to secretaries. Other suggestions could be made through the media as to how employers can honor secretaries. See that you get credit for your efforts.

7. Other special community events Keep your eyes open for opportunities to "piggyback" on a community tradition. Be ready to serve the community and see that the program gets the media coverage it needs.

8. A monthly Activity Set a schedule to see that something happens every month that is newsworthy. Copies of the reports of that activity should be circulated to administrators, parents, school board members, advisory council members and others you may think should hear about the activity.

NOTE: Many Business Education programs already have the events worked into the curriculum. These are just not getting reported. A public relations program will help you see that key people hear about your activities. It really is worth the effort.

ACTIVITY COMPLETION FORM

NAME OF ACTIVITY _____ LOCATION _____

STUDENT IN CHARGE _____ SUPERVISING TEACHER _____

NAMES OF COMMITTEE MEMBERS	DUTIES OF MEMBERS	DATES OF MEETINGS

ATTENDEES AT THE ACTIVITY

STUDENTS ___ POLICY MAKERS ___ ADVISORY COUNCIL___

TEACHERS ___ BUSINESS ___ ADMINISTRATORS ___

PARENTS ___ OTHERS ___ TOTAL _____

NAMES OF DIGNITARIES ATTENDING ACTIVITIES

_____ _____

_____ _____

FINANCIAL REPORT

EXPENSES _____ SOURCE OF FUNDING _____

INCOME _____ BALANCE _____

ITEMS PURCHASED FOR EVENT	COST

(CONTINUE ON BACK-IF NEEDED)

TOTAL _____

ACTIVITY DESCRIPTION _____

_____

_____

_____(CONTINUE ON BACK)

_____ DATE_____

(SIGNED)

UNIQUE WAYS OF OBTAINING PUBLICITY

Publicity comes to those who create newsworthy events. Some ideas which may assist you in obtaining the initial interest of the media are shown below. These are just "starters". You may have some better ideas. To be creative and to have imagination is the best thing one can do to promote good public relations. A unique approach will attract the attention of many people. These approaches if used with wisdom, can bring good publicity to business education programs, and to the school in general, make certain the activity.

One group in another state wanted to attract attention to their cause so they cooked what they believed to be the world's biggest omelet. It must have been huge because they sold 15,000 pieces of the omelet at a dollar a piece. You can just imagine the kind of newspaper coverage that created.

Recently a group constructed the largest "hoagie" sandwich ever and somehow created a bun that was hundreds of feet long. They were able to cut that up and sell pieces out of it. Part of that process was watching the bun being made and hooked together. It was not a single bun. And the second was watching its construction. The third part and it was a major two or three hour event, was the actual selling of its pieces.

One house wife wanted to call attention to a house tour that was being done. She baked a half a dozen cakes in the shape of a two-story house and decorated the outside with the essential facts of the event. She personally delivered them to the editor of local newspapers and broadcast stations. Several of the papers took pictures of the cake and let the caption tell the balance of the story. Many of the media people remembered it long

enough to print stories on the follow-up basis.

Special projects with the elderly or the handicapped create a lot of attention and provide students with the opportunities of working with those special people. Projects can be in the form of assisting in shopping tours, athletic events, selective therapy, story reading and telling, study assistance, etc.

One group conducted a cake decorating contest with unique kinds of cartoon character cakes. The contest was complete with judges and could be directly related to the business community or business world as an attention getter.

Another group held all night roller skating marathons starting at twelve midnight and ending at 5:00 a.m. with strict supervision and rules that allowed no one to enter or leave except with appropriate consent during those hours. The events were held on weekends and raised considerable dollars in some communities as students sold their time to selective donors as they performed.

These are just a few of the ideas that can be used. Advisory councils, students, teachers, and administrators can come up with a lot more.

A creative experience is essential to start off a public relations effort. Such an event can create much media coverage and give some positive vibrations to the public concerning your Business Education programs. Student organizations can be involved in public relations efforts but it should be made clear that these activities are sponsored by the Business Education department.

Care must be taken to see that all activities are positive and con-

structive and contribute to the high quality image that one expects to create through the activity. All safety and health standards must be adhered to throughout all projects.

HOW TO CREATE A FACT SHEET

An essential tool in the Public Relations program is the fact sheet. This sheet is a crisply written document upon which the information is both current and complete. It doesn't have to be printed on first class stationery, but it has to be readable and have all of the facts.

1. Answer the "5W's and an H". Who, What, Where, Why, When, and How. Place these words on the page from top to bottom and briefly answer the questions.
2. Be sure that all of the facts are absolutely correct. Insure yourself that all decision-making persons in the school have seen. . . and approved. . .every word in the fact sheet. It will be the principal source document that reporters will use in reporting your event.
3. Correct all errors and see that the fact sheet is neat and clean. It should give the professional image you desire.
4. Use simple, declarative sentences to answer the most commonly-asked questions. You may want to use the Q and A format which is simply stating the question and then answering the question on the next line.
5. Reporters thrive on names, titles and facts. They also like carefully selected interesting statistics. Provide as much current data as possible such as how many students are enrolled, where they work, what percentage of the school are enrolled in business education classes, how many are on the honor roll, etc. A quoteable quote is also useful if selected carefully.
6. Try to keep the fact sheet on one side of one page. Two pages at the very most. A little history about the program can also be included.
7. List names, titles and phones of those persons who can be contacted for further information. It is valuable to use day and night phones

since reporters don't normally keep regular business hours.

8. You should have a pernament fact sheet about the business education program which could be included with all other fact sheets. This should be updated each year. You then should have a special events fact sheet for the coverage you need at a specific time.

9. See that all of the right people get the fact sheets. Don't be stingy with them. Take them with you as you visit media people. Let them know that you appreciate their interest and will do whatever is necessary to make it easy to report your activity.

10. Be thorough, complete, and professional. Reporters like to be treated professionally and will respond to humane treatment. Remember that they don't owe you anything. They are doing you a service. Help them by making it easy.

SPECIAL AUDIENCES FOR PUBLIC RELATIONS

Business education teachers should be aware of some special audiences which could greater assist business education in some very obscure ways. These audiences are basically made up of decision makers who pay taxes, make school board related decisions, pass legislation and other kinds of official decisions which greatly affect the business education program. These decisions are usually one or two steps removed from the teacher and occur very often without the teacher even knowing about it. Some astute teachers have found that keeping these people informed on a constant basis is very worthwhile.

WARNING...the purpose of working with decision makers in a public relations effort is to keep them informed on a positive basis about the business education program. Some administrators and elected school officials frown on teachers being too friendly with school board members, city council people, mayors, state and national legislators and other public officials. It is essential that business educators work with administrators in supporting school programs in general and school administrators and authorities specifically as one publicizes the business education program.

1. PUBLIC OFFICIALS - invite public officials to take a look at the business education program. That can be done through open houses, student nights, parent nights, the advisory committee meetings, or just plain one-on-one contact. Let them know that you have a business education program, that your students are doing well, that they're being employed, that they're staying in the community (if they are) after graduation for employment, that they are contributing to society, that it costs money to provide these programs, and that you're basically doing a great job with what's there. These positive vibrations are necessary for decision makers to know.

2. THE SCHOOL COMMUNITY - look for opportunities to assist school leaders wherever possible. It is not recommended that business educators become a secretarial service for administrators and leaders but it is recommended that the capabilities of your program be extolled throughout the community. A student organization is a good way to provide service to these groups in the form of ushering, welcoming, special programs, etc.

3. INDUSTRY - some of the greatest supporters of business education come from industry. It is important that we not just go to industry when we need something. There is a need to let industry know of the quality of our programs. We do that by sending our students there for employment and having industry find out for themselves the quality of our programs through our product. It is also important that business education teachers make a specific effort to meet with employing industry on a periodic basis just to let them know the kinds of things that are being done. Such activities could be an industry appreciation night, an employers appreciation night (similar to the employer banquet in the coop program), student tours through industry facilities, employer speakers in business classes, employer speakers in student organization meetings, etc. There are many ideas as to how teachers and employers can meet often together. Some industries are even interested in assisting in providing assistance in funding and other assistance for student organizations, etc.

An effort with the special public relations audiences can provide rich dividends and can offer extended coverage in public relations beyond the fondest dreams of most business teachers.

TIPS FOR "PROMPTING" STUDENTS TO BE P/R ASSISTANTS

Students are the most available and perhaps the best source of public relations for the Business Education program. Students will spread the word if they know what they should say to whom. These suggestions have worked for some business education teachers. Give some of them a try.

1. Provide a "take-home" paper at the beginning of the course describing the content of the course, what is expected of the student, significant events through the year, the meaning of the course in relationship to subsequent courses or employment opportunities etc. Ask the students to share this information with their families and friends.

2. Provide an "achievement record" when students reach specified levels in skills oriented courses. The record would say something like this: "_____ achieved _____words per/minute in a _____minute
(student name)
timed writing today_____ signed_____.
(date) (teacher)
Design your own form, duplicate several so that these can be quickly completed and sent home on the day of achievement. A student worker could help with the details. Keep a record of what is sent home and discuss these when you see the parents.

3. Develop a career opportunity file with information about what students can do with the skills they are developing in your classes. Hand out the information periodically and ask students to discuss the handouts with parents.

4. Develop a discussion questionnaire that students can take home to chat with parents about. The questionnaire might ask such questions as 1) What would you like me to pursue as a career when I am out of school? 2) How much further schooling can we afford? 3) Where should

further training be obtained (if needed)? 4) What kind of future do you see in that career? 5) What do you think that I am capable of achieving in that career choice? 6) What suggestions do you have for me in my career choice?

5. Ask students to take notes when speakers come to class and discuss the speaker's topics with parents. Conduct a follow-up discussion period in class to let the students react to what the parents had to say and how the discussion went.

6. Encourage students to occassionally discuss the business education program with their peers, telling them what is done in class, what is learned, what can be done with the skills after graduation and encouraging them to enroll if there is time and the suggestion is appropriate.

7. If students are working, encourage them to say good things about the Business Education program to those with whom they work. Tell the students the value of spreading a positive word.

8. Tell the students about the feedback you receive from those outside the program. Let them know about how good you hear the program is (when appropriate).

9. Send a letter of completion home with students as they complete the course. The letter may be "to whom it may concern" and would describe skills achieved, recommendations (if appropriate) etc. The letter could be used in job hunting experiences.

10. Have students make an annual report to the administration about the accomplishments of the course. The report might be done in your classroom with some refreshements.

HOW TO CONDUCT A FACILITIES TOUR

Business Education teachers are proud of their buildings and facilities. They are pleased when parents, other educators, or interested citizens come through the building. These tours must be conducted with forethought and planning. In order for Business Education to put its best foot forward, all tours should be well planned and conducted. The following are suggestions for conducting department tours.

1. Tour guides must be carefully screened and oriented. Parent volunteers or students students can be used as tour guides. These guides must understand the programs, the organizational structure, and/or facts about the facility itself. Visitors want answers. Tour guides must have the information to answer questions. In-service training for tour guides must be provided.
2. Touring groups should not exceed fifteen persons. The tour should be as uninterrupting as possible. If the group is too large, either some persons cannot hear the guide or the guide will have to speak loud enough for all to hear, which can be disruptive to classes and the learning process.
3. The tour group should meet in an appropriate place prior to the actual tour for an orientation session. This session should be conducted by the tour guide. An audio-visual presentation can be made if it is appropriate. A fact sheet can be provided.
4. While conducting the tour, the guide should be honest and open and enthusiastic. The positive should be emphasized. Care should be taken to give accurate information.
5. At the conclusion of the tour, members of the touring group should

return to the orientation room where they would have an opportunity to ask questions and receive handouts.

6. An administrator or community leader (possibly from the advisory council) should be introduced to the group. This activity will lend some prestige to the occasion.

Tours have a way of informing the community about the positive nature of the Business Education programs. An informed community will do much in promoting education programs. We should encourage interested persons to visit the school, see Business Education program in action and be a part of the education process. A good tour program will help that happen.

HOW TO WRITE A NEWS ARTICLE

"Getting print publicity is easy--IF your story is gory, scandalous or associated with famous folk. Otherwise, the competition is keen, so don't expect you'll be on page one or even page 86 unless you follow some basic procedures and are clever, lucky and persistent. Sometimes the latter characteristic is the most important, besides being professional. . ."

"Tips about getting print publicity"
John Jay Daly Associates
Washington D.C. 1979
unpublished handout - not copy righted

Business Education teachers have a bit of an edge in that they usually have access to reporters, many of whom may have children in the local schools and perhaps even in your program. There are some basic procedures which should be followed for good newsprint coverage.

1. Follow the basic rules of journalism. That means answering the who, what, where, when, why and how.

2. Make your releases timely, accurate, complete and as well written as possible. A news piece that misses the printing deadline is worthless, no matter how good it is. Make sure you meet--even beat--the deadlines.

3. Double check your facts. Be right!

4. Don't overwrite your story, yet do not be skimpy with the essential, interesting facts or angles. It takes lots of effort to develop a good story.

5. Think of a clever, creative way to get your story printed in a prominent place. You may want to stage an event that would create enough interest to get you printed. Make sure that you keep the image you wish to maintain.

6. Attach your fact sheet to the story with all of the information about the event and the phone numbers of those responsible in case the reporter needs some further information.

7. A picture can be very valuable to the reporter and may raise the possiblility of getting your story printed. Get as much action into the picture as possible and still keep the subjects paramount. Look for the unique. Close-ups sell better than far away shots.

8. Say "thank you" for a story that has been printed. A letter to the reporters, editors, or the publisher never hurts to build rapport for the next time around. Be specific in your complements if possible.

9. Remember America's obcession with "letters to the editor." This part of the newspaper is one of the best read sections in any paper. Student oriented activities are interesting for readers, especially if they are complementary or in recognition of some special achievement.

10. Develop a sound relationship with reporters and editors wherever possible. Part of this relationship is recognizing what is news and what isn't. Don't be unreasonable in your demands.

DO'S AND DON'TS FOR PUBLIC RELATIONS ACTIVITIES FOR TEACHERS

DO

Make a plan of action each year so that you have a calendar to work from, objectives to work from and people to work with throughout the entire program.

Let people know about your plans, especially administrators, school officials, and fellow teachers.

Emphasize students in your program. People respond to student center programs much better than teacher center programs

Be enthusiastic about your program. Enthusiasm alone can go far in the selling of a public relations program.

Keep your communication process open with newsmakers even if there isn't any immedidate news. An occasional lunch (at your expense) can be a wise investment later when you need a way to tell your business education story.

Be positive in what you say and do with the public relations program, that means about the school and all of the people in it.

Be a super cooperator. The more people you can work with, the better will be the results of your efforts.

Realize the most important part of a public relations program is a quality product. . .Business Education graduates who are very good at what they do.

DON'T

Work from the seat of your pants. A program "monitored as you go" will be much less effective and usually take one that is well planned.

Go on an ego trip trying to make your self known at the expense of all else.

Forget that teachers are there to teach and work with students. Students are not there for the ___?___ of teachers.

Be falsely enthusiastic. Enthusiasm can be measured and will betray you if it's not felt from within.

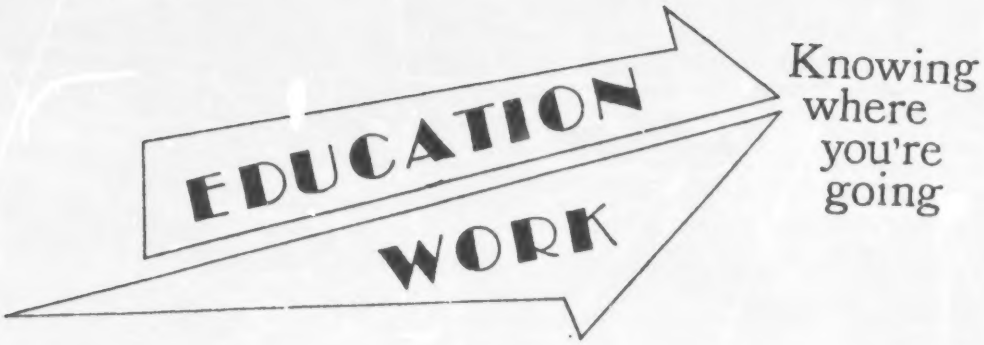
Forget your friends. It's important that they hear from you even when you don't need them.

Be a back talker. People don't like to hear negative things, even if some of them are true. You don't win much by tearing others down.

Try to do it alone. The program will survive after your gone. Work to establish a solid base of operation in the business education program

Spend so much time at promoting your program that you forget the importance of developing a quality program.

Don't try to promote a "bad" program. Mak it better, then promote it.



BUILDING TRUST BETWEEN WOMEN AND MEN FOR A MORE PRODUCTIVE WORK FORCE

Presenter: Amanda Smith, Management and Educational Consultant in Sex Equity, North Carolina and former director of the Equal Educational Opportunities office at the North Carolina Department of Public Instruction

'BUILDING TRUST BETWEEN WOMEN AND MEN
FOR A MORE PRODUCTIVE WORK FORCE

Today's vocational education teachers are preparing *twentieth century pioneers*--students and workers entering fields previously identified with the other sex. This is a good phrase to use to describe these ground-breakers because students identify more positively with the ideas of pioneering than with being part of a "non-traditional enrollment." The term honors the spirit and courage of the woman who is glad to be a welder, the man who is proud to be a stenographer and the couples who share homemaking and parenting. They are opening new territory for all of us.

WHAT IS SEX EQUITY?

Sex equity is freedom from favoritism based on sex. It is equal treatment that frees men and women to expand and develop according to their needs. It fosters mutual trust as person of both sexes are unrestricted in their roles.

A sex equity program is a deliberate effort to build partnership skills, to enhance men's and women's abilities to work together productively and to build stable, satisfying family relationships. Sex equity programs can expand role expectations and family options. Such programs seek to eliminate sex bias, sex stereotyping, and sex discrimination.

Sex bias shows itself in behavior based on the idea that one sex is better than another. Sex stereotyping, according to current thinking, is attributing behaviors, abilities, interests, values, and roles to people because of their sex. Sex discrimination is action that limits people or denies them something because of their sex.

WHY SEX EQUITY?

Because our most marked stereotypes have been in the assignment of work and family roles, it is appropriate for vocational educators to take the lead in sex equity. It is important for males and females to see themselves in expanded work and family roles, as equals in the home, school, and vocational worlds. Expanding students' horizons so they feel free to enter fields previously limited to one sex is the concern of every educator.

For most people sex equity is a valid concern. Their awareness has been heightened by changing economic and sociological patterns, by a growing understanding of what it means to be human and by the need for a new approach to old problems. Legislation has been passed in response to pressing economic and social needs for women's employment outside the home. Beyond this necessity to comply with the law, sex equity offers the hope of expanded personal development for women and men and a new approach to many of the most urgent items on educators' agendas.

For many reasons, which we'll explore, equity between the sexes is inevitable.

Facing Facts: Economic Statistics

- Only two out of five jobs currently available in the United States pay well enough for one person to support a family.

- Nine out of ten women now graduating from high school will work for a substantial period of their lives. The average working life for married women living with their husbands is 25 years.

- Thirty-seven percent of the women with pre-school children are employed outside their homes.

- Women workers, on the average, earn less than 60 percent of what men earn.

Facing Facts: Family Statistics

- From 1970 to 1976, there was a 33 percent increase in the number of families headed by women.

- Three out of four teenage marriages end in divorce; three out of ten of all marriages end this way.

- Married couples with no children in the home make up 30.5 percent of American households.

- Single persons total 20.6 percent of the country's households. Almost one-third of those single are women over 65.

- Over half of all two-parent families have both parents as wage earners.

Statistics like these have helped to bring about an understanding of the fact that roles and temperaments may be independent of one's identity as a male or female. There is growing awareness that expanded roles for each sex can bring about enhanced personal and vocational development and even a more confident sex identity for both men and women.

A New Approach to Old Problems

Many educators are not concerned primarily with sex equity in itself. They are interested in how rigid sex roles may have contributed to other problems already of deep concern. These are problems for which sex equity may suggest some new approaches:

- Tendencies among some boys to avoid reading.

- A lack of interest among some girls in math, science, or technical subjects.

- Discipline and authority problems among adolescent males.

- Early, sometimes deliberate, pregnancy in adolescent girls seeking an identity.

- Loss of talent or poor quality work when persons of either sex avoid or are channeled away from work in which they might be successful.

- Depression in women or men who dislike their work.

- Heart attacks and ulcers in those facing excessive work pressure, one of the reasons American men die seven years younger than American women.

- Marital problems caused by a clash between stereotyped expectations and the demands of today's society.

- Family violence.

SETTING GOALS

Somewhere between the disturbing problems listed above and the daily task of teaching males about wire whisks or females about monkey wrenches, we need goals that can help us shape our program.

- Goal One: To build habits and skills for trust and partnership between the sexes. Many people reared with conventional stereotypes have little experience working with the other sex. Some have grown up with suspicion. How often have we heard the statement, "I'll never understand men/women."?

  We jokingly refer to the "battle of the sexes" but, in fact, it can cause real tension in the workplace and at home. Reducing the biases and distrust that keep us in stereotyped cubbyholes can do much to expand roles and help men and women work together.

- Goal Two: To expand students' perceptions and options in work roles, family roles, and personal development.

  Note that our second goal is not to eliminate sex bias. If we take every chance to expand students' perceptions, we will bypass automatically whatever we used to do (perhaps unconsciously) to restrict them. There is no need to focus on the negative.

  Also, we have many activities which are not biased but which do offer fine opportunities to expand horizons. If we focus only on eliminating bias, we'll overlook these opportunities.

  In addition, simply providing an "unbiased" classroom, even if it were possible, is too narrow a goal. Our students need strength and understanding to cope with the bias in the world at large and in themselves. Only an open and positive program will accomplish that.

OVERCOMING BARRIERS

Sex equity programs face a number of barriers. There is the resistance of people who see these activities as something "for women only." Others have legitimate questions about the values presented in sex equity programs or feel there are more important priorities. There is the always-present problem of finding time, money, or materials and the need for strong administrative support. People will resist equity if they believe the

program will be purely about discrimination or another "battle of the sexes."

Differentiate Between Bias and Discrimination

We must distinguish between sex discrimination and sex bias. Sex discrimination can be defined roughly as illegal behavior that denies someone's rights or limits his or her opportunities. A program that focuses only on legal compliance will produce defensiveness and resentment because few people consciously discriminate and many resent the government telling them what to do in their classroom.

Bias is the underlying network of assumptions we all grew up with. It's the belief that women and men are and should be different, not only physically, but in personalities, abilities, and occupations. Most biased behavior is not damaging if it happens only once. It matters when it forms a pattern that carries a message that shapes an individual. All of us are biased because we all grew up in the same system. Even professionals in the field of sex equity catch themselves with biased attitudes frequently.

Understanding bias can be fascinating. As educators, it can give us remarkable insight into how we unconsciously shape our students, ourselves, and each other.

Keep a Balanced Program: Include Men

Most people assume that sex equity activity is a "woman's program." They resist the idea of an all-women's program out of the intuitive feeling that men have "had it tough" also or because of the sexist belief that an all-women's program can't be important. Women have been reared with the culturally ingrained habit of "doing for others" and may think that to support a program that helps themselves is selfish. Some people resist because they think a program "for women only" is unfair.

Perhaps the simplest argument against these excuses is that if men and women are going to go on sharing this world, we can't expand the lives of one sex without affecting the other also. The old system restricted all of us; the expanded one will benefit all of us.

Keeping the program balanced by including men will be difficult. Emphasis has been placed on the gains that women will derive from legislation for the good reason that discrimination has limited women's opportunities more than men's. But bias hurts men and women equally. Men also have paid a high psychological price for bias.

Therefore, we need to seek the few materials available on the men's roles and practice providing a balanced perspective about both sexes. We must give everyone opportunities to think about what is restrictive or difficult in being male under the old stereotypes and urge men and boys to talk about their lives.

Legitimate Values Questions

A superficial program limited to "more girls in carpentry, more boys in sewing" is likely to run into a wall of values questions: "If women go

to work, won't that ruin the children?" "Just what do you mean by feminine and masculine?" Such questions may be disguised as emotional reactions to unfamiliar situations: "You're not going to catch me in an apron."

Underlying these questions is a very responsible concern that a departure from traditional stereotypes may be destructive. Blind acceptance of any program that apparently contradicts long-held beliefs would be deeply irresponsible.

To overcome this barrier, don't try to "keep it simple" with a superficial answer. Remember that understanding comes before action. We must recognize that values questions are not a barrier to the program. They are the program. They must be addressed directly and that takes time.

Both young people and adults need a chance to ask questions--to ponder and discover for themselves a great paradox. Quite simply, the questions about sex equity that cause the most concern are often the very ones to which sex equity offers some answers.

For example, a frequent concern is that expanding sex roles will eradicate romance or destroy the family. This fear may be replaced by an understanding that equality between partners actually can provide a stronger basis for a permanent loving relationship than traditional stereotypes ever did.

A values question of great concern to teenagers is sex identity, since a successful self-image as male or female is of paramount importance to an adolescent. If teenagers feel you are threatening their newly formed identities, you will be met with flaring hostility seldom seen in adults. Conversely, if you can help adolescents realize that their femininity and masculinity are inherent in themselves, rather than something to be earned or proven, they will be most receptive.

BUILDING TRUST BETWEEN THE SEXES

As you begin to practice a way of thinking that enables you to examine your professional life in light of your pioneering objectives, you will see the many opportunities you have for building trust between the sexes and expanding role options. In order to build trust, we must recognize elements of distrust between the sexes, examine our professional activities and identify workable strategies.

The following chart identifies the conditions of distrust and the conditions of trust. Sexual teasing and sex identity innuendo are the every day enforces of distrust between the sexes. As vocational educators, we must integrate the conditions of trust into our work so that students can meet the shared roles of work in the paid labor force and the work of the family.

(A videotape of this presentation is available on a loan basis from the Vocational Equity Consultant at the Department of Public Instruction.)

Amanda J. Smith

Management and Education Consultant in Sex Equity

BUILDING TRUST BETWEEN WOMEN AND MEN

GOALS: -To establish trust and friendship as a positive value
-To identify and use all the opportunities we already have for creating the conditions which make trust easy

CONDITIONS OF DISTRUST	CONDITIONS OF TRUST
Separation	Reinforce friendship Work, talk, play, eat together Model partnership
Division of labor Artificial Duties Artificial Privileges	Do all kinds of work Provide images of shared expanded roles Volunteer for the other sex's chores Give privilege by merit, courtesy to all
Division of emotions	Learn appropriate expression of all emotions
Fear - physical violence, economic deprivation, emotional battering	Teach both sexes self-defense self-reliance
Language that excludes Language that labels by sex. (Both positively and negatively)	Use language to create expanded and inclusive images
Different attitudes toward sexuality (double standards, unintended provocativeness, dirty jokes)	Decide on values, teach to both sexes
Any kind of differential treatment (push boys, help girls)	Learn how both cultures operate, choose best of both worlds
Hostility itself Boys-against-the-girls Humor	Don't condone it - do discuss it

THE ENFORCERS	THE ANTIDOTES
Sexual Teasing enforces separation	Reinforce variety of non-sexual relationships (friends, colleagues, teammates, partners)
Sex Identity Inuendo enforces personal restriction	Reinforce innate sex identity

CULLOWHEE SPRING • WINKLER ROAD, ROUTE 2 • DURHAM, NORTH CAROLINA 27712 • TELEPHONE 919/471-4337